



Preparing our students for the possibilities of tomorrow.
Kei te whakatakataka a matou akonga mo nga ahei a tona wa.

Lake Rerewhakaaitu School Board

2 April 2025 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmlZUkt5TXRJQT09>

Opened 7.21pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Natalie Gow, Rick Whalley. Mathew Armer - arrived at 7.24pm. Daniel Schutt via zoom, MaryAnn Martin joined via zoom at 7.30pm.

Apologies

Minutes taken by Natalie Gow

Declaration of Interests DOIs held in a separate document that is linked to the Agenda

Administration

Confirmation of minutes for February 2025

- **Moved:** Catherine
- **Seconded:** Bianca
- **Carried** All in favour

Matters arising from previous Minutes

- Playcentre playground - Mathew and crew removed and placed at back of field within a taped area.
- DVS #25 filters - Rick will check whether Philip Smith can complete these and add to the Heat Pump service schedule.
- House inspections
 - #25 completed 31/03/25, Gerben will clean downpipes.
 - #5 booked for 03/04/25.
- #5 Drain & window
 - Mathew to sort drain.
 - Need to make contact re insurance for the window.
- VLN Camp RAMS & course costs
 - RAMS and course outline provided - see attached
 - Cost approximately \$600 advised. Donations \$400 PTA, \$150 Parliament Services.
- **Moved:** Bianca
- **Seconded:** Catherine
- **Carried** All in favour

Inwards Correspondence

- Emails:
 - 5YA Amendment form
 - Readjusted due to painting roofs, combining work projects etc.
 - Heat pumps to replace radiators in classrooms, added to admin, library.
 - Removal of radiators
 - Left over funds can be utilised for Home Economic (PTA shack/Dental clinic) updates.
 - ERO PLD Survey

- Empowering Women in Governance
- ERO notification of review
 - ERO will meet with the Presiding Member and any Board members Wed 9th April 2.30pm.
- NZEI Employment relations education leave changes
- Living Wage increase 1st Sept 2025 from \$27.80 to \$28.95
- **Moved:** Catherine
- **Seconded:** Mathew
- **Carried** All in favour

Strategic decisions

Motion to approve the revised 10YPP / 5YA Amendment.

- **Moved:** Rick
- **Seconded:** Catherine
- **Carried** All in favour

Principals report

Rick read and discussed his Principals report. See report. Now assessed on Phases, not the previous Curriculum levels. Government has removed e-asttle testing which is the assessment tool we were going to use. We are now assessing against the new curriculum. Technology = Learning about technology, not with technology.

- Rick add to data reporting
 - Our School vs National data
 - A graph to show progress of data
- **Moved:** Rick
- **Second:** Mathew
- **Carried** All in favour

Property report

School

- Cyclical maintenance - see Matters arising from previous minutes & Strategic Decisions sections

School Houses

- Inspections- see Matters arising from previous minutes section
- Rental review - change timing of reviews discussed.

Motion to move the annual rental reviews to September.

- **Moved:** Bianca
- **Second:** Mathew
- **Carried** All in favour

Finances - January & February 2025 reports

Accounts to auditor

Please Note - Awaiting Education Services advice on VLN payment \$25k+GST received and processed in January finances, it should be put to 2024 financial year. This affects December 2024 Draft and January 2025 Financial reports.

Rick accidentally used the school credit card for a personal purchase, and will sort with Carla to invoice and repay.

- **Moved:** Bianca
- **Second:** MaryAnn
- **Carried** All in favour

Rick tabled the Bank Staffing Reports, SUE Reports for pay periods 25 & 26

Rick tabled the Creditors, Credit Card schedule, Financial reports for January & February 2025

Bianca moves the Creditors accounts for payment for January & February 2025 as true and correct,

- o **Seconded:** Catherine
- o **Carried.** All in favour

Bianca moves the Credit Card Payments for January & February 2025 as true and correct,

- o **Seconded:** Catherine
- o **Carried.** All in favour

Bianca moves the acceptance of the January & February 2025 Financial reports as a true and correct record of the financial position of the school, with the exception of the VLN payment as advised above.

- o **Seconded:** Mathew
- o **Carried.** All in favour

Identify Items for next agenda

- Responsive Culture
- Operational Policy 3: Personal, 3.1 Appointments
- Annual Report approved and sent to MOE
- Board elections voting
 - o Look into Returning Officer or doing online
 - o Elections timeline
 - o What important qualities of board members we want for our school, eg. attends school activities, positive school voice, and active community members etc.

Special Items

Board plan for attending training - bring calendar for workflow of PD - identify needs as a board member.

- Empowering Women in Governance - Catherine attended, people from Not for Profit boards, found really valuable. Leanne Rankin may be able to assist with funds for projects.

Discussion held in regards to Board Elections, returning officer and timeline. Decision to follow the NZSTA timeline.

Motion for Bianca to approach Vicki Koopal to act as our Returning Officer for this year's election.

- o **Moved:** Mathew
- o **Seconded:** Bianca
- o **Carried.** All in favour

End of minuted meeting at 8.43pm

Next meeting to be held in the LRS Staffroom 7.00 pm 7th May 2025

Signed:  Presiding Member Date: 07/05/2025

Next Meeting Date: 07 May, 18 Jun, 23 Jul, 10 Sep, 15 Oct, 03 Dec



Principal Report March 2025

Roll: 60	Boys: 32	Girls: 28	Maori: 41%	European/NZ 58%	Filipino:1%
• Parent evening to be held on the 25th: update at meeting. • Learner Centred report below. This year we are in Phase 3 (extending) phase of our strategic plan • The 5YA has been updated and is currently sitting with the MOE for approval. I have spoken with Selina Ericsson School Property Advisor and she is hoping to get it back to me before the meeting for approval. As soon as this comes in I will get quotes for the classroom heating upgrades and hopefully have this project finished before the start of term 2. • Technology statement below • Special needs , See below					

STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop life long learning skills
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them

LRS 2025 Annual Plan

Learner Centred Achieved by:	Extending Phase 3 2025	Ways to achieve this goal	Responsibility	Term 1 Review
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Students develop life long learning skills	Students are engaged in learning and know the learning process	• Focused on life long learning through the LRS local curriculum doc • Children are learning about the LRS inquiry process. • Continue to Implementing structure Literacy • Continue to Implementing structure Numeracy • Localised Curriculum implementation • Collaborative planning based on charter/annual plan/ LCD • Use of LRS Progression booklets • Develop LRS inquiry process	Staff	• MOE funded PD in Maths curriculum • Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Developing the 5Es as the LRS inquiry model • Planning based on the LRS Local Curriculum. Term 1 topic • Swimming programme again this year to make up for days missed in term 4 2024 • Students using new NAPs and LAPS that are in line with the curriculum refresh and structured literacy and numeracy to replace Bluebooks • Teachers developing new planning docs for teaching and learning to reflect the changes to the curriculum,	
Develop student voice and agency	Students are able to have a say in why, what and how they learn	• Children choose topics through the localised curriculum, why, what and how to learn • Students using Progress Booklets to determine where they are at and next steps to learning	Staff	• Planning learning experiences based on student voice and agency • Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity. • Students taking ownership of their learning and pro-actively engaging • Staff and children being introduced to news NAPs and LAPS to show next steps and take ownership of learning. Booklets updated at end of each term • Through careful planning and teaching strategies and mediation students were able to share their learning and next steps with others, with support from progression booklets. • Passion projects	

Developing collaborative teaching /learning practices	Teachers are working collaboratively to plan teaching and learning experiences for all students	• PLD through Kahui Ako Senior and Junior Teacher planning together • TA working in and across classes • Localised curriculum planning as teams • Understanding new Govt initiatives in Literacy and numeracy • Using the new curriculum refresh	Staff	• Teacher-only days held before school started using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. This also was a time for teachers to develop the new areas in the curriculum for planning, assessment and reporting • Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities • Teachers working with LSC and RTLB
Enhance future focussed learning through the use of digital technologies	Students and teachers are using DTs to create and enhance the teaching/learning experiences	• Students learning through the VLN Primary School • Google classroom, Seesaw used in classes • Students enrolled in Kotui Ako VLNP classes	Staff	• Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning. • Students enrolled in Kotui Ako - Virtual learning network Aotearoa • Passion projects • Term 1 Our place within Aotearoa ◦ Understanding our geographical area (Science - volcanoes, earthquakes/ fault lines, rocks, soil, etc). ◦ Significant events within our area local, national and global.
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Teaching and learning experiences are relevant and engage students in their interests in real life experiences that expands their views of local, national and global events	• A range of activities are utilised in teaching and learning experiences • Getting children out of the classroom and/or getting people into school for added experiences	Staff	• Providing students with opportunities to engage in hands-on activities, through the Implementation of the Local Curriculum. Trip to Waimangu Volcanic Valley • Cluster and outside agency programmes: Swimming, RATs, KA Leaders. • School and Cluster Swimming

Targets 2025

Target 1

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2025

Presentation at meeting.

Target 2

To improve attendance and engagement to 75% of students attending 90% or higher.

Currently at 71% at 90%

Date Range	Wed 1st Jan 2025 TO Fri 21st Mar 2025					
	Regularly attending		Irregular absence		Moderately absent	
	Number	%	Number	%	Number	%
All	39	65	11	18	7	12
Female	18	64	6	21	1	4
Male	21	66	5	16	6	19
Pākehā	26	76	5	15	3	9
Māori	12	48	6	24	4	16
Other	1	100				
Y1	6	60	4	40		
Y2	6	75	1	13		
Y3	8	80	1	10	1	10
Y4	6	55	3	27	2	18
Y5	9	75	1	8	1	8
Y6	4	57	1	14	1	14
Y7					1	100
Y8					1	100
Mahuri	14	67	4	19	3	14
Rakau	17	65	3	12	4	15
Tupu	8	62	4	31		

Attendance rate per half day				89.6047 %3060 / 3415 half days count for all Students 62 Students			
Gender		Number of pupils		Attendance by		by	
Female		91%		1346 / 1477		28 Half day	
Male		88%		1714 / 1938		34 Half day	
Ethnicity		Number of pupils		Attendance by		by	
Filipino		93%		57 / 61		1 Half day	
NZ European		91%		1837 / 2013		34 Half day	
NZ Maori		87%		1166 / 1341		27 Half day	
Room		Number of pupils		Attendance by		by	
Mahuri		90%		1145 / 1268		21 Half day	
Rakau		90%		1283 / 1420		26 Half day	
Tupu		90%		632 / 701		13 Half day	
Form		Number of pupils		Attendance by		by	
Y1		89%		513 / 576		10 Half day	
Y2		95%		410 / 430		8 Half day	
Y3		91%		545 / 597		10 Half day	
Y4		89%		586 / 661		11 Half day	
Y5		92%		602 / 655		13 Half day	
Y6		89%		316 / 356		7 Half day	
Y7		53%		43 / 81		2 Half day	
Y8		76%		45 / 59		1 Half day	



Special needs 2025

Introduction

Students that are identified as special needs at Lake Rerewhakaaitu school have a range of needs. The Merriam Webster dictionary defines special needs as:

“: any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation) students with special needs.”

At Lake Rerewhakaaitu School, we follow our strategic plan, policies and procedures to guide our decision making in supporting our students with special needs. We ensure that children with special needs are participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in.

All children learn at different rates and some will need extra help along the way. Teachers identify children who may need support in some aspect of their learning and there are a range of informal and formal target-teaching programmes and support services available for students who need them, e.g., BSLA, Early Words, Talk to Learn, in-class reading or writing support, teacher-aid support etc. Children with more specific learning or behavioural needs may be supported through services such as the Cluster LSC (Learning Support Coordinator), RTLB (Resource Teachers for Learning and Behaviour), GSE (Group Special Education), Child Mental Health Services, or other external agencies - all in consultation with parents.

Gifted and Talented (G&T): Every child is a unique individual and has the right to receive the best possible educational opportunities in order to achieve their potential. G&T students have special needs and characteristics which require differentiated learning programs. Our school accepts responsibility for identifying gifted and talented students and developing individual learning goals to address their special needs. G&T students are not included in this review as there is a review of G&T later in the year.

Lake Rerewhakaaitu School keeps a special needs register (Target Students) that is the basis of our target student focus. There is also a learning support register that is part of our Kahui Ako commitment to look for trends across our schools, The LSC is responsible for keeping this updated with the support of the principal, teachers and target teacher.

What have we been doing for our special needs students

- Using ongoing data from progression booklet,
- in class formative assessments, LSC, RTLB and target teacher CAPs data we are continuing to track and identify students who require assistance
- Specialised target teacher 0.6 Monday to Friday working:
 - 1 Hour- reading x 4 groups
 - 1 Hour- writing x 4 groups
 - 1 Hour- Numeracy x 4 groups
- Collaborative Action plans were developed with all students and interviews with parents/whanau were held early each term.
- Classroom teacher and target teacher working collaboratively to develop programmes that support the students accelerated learning
- RTLB/RTLit assisting with funding for teacher aides for specific programmes- Bricks, Yolanda Sorlye, BSLA
- Hearing specialist supporting 4 children
- Use of progression booklets
- Students are constantly monitored through the target teacher and classroom teacher discussions and target staff meetings.
- PLD in Assessment for Learning is ongoing
- 'Schoolwide Document' Teacher only days to discuss literacy and numeracy policy, procedure and programmes
- Together We Grow
- Focus on planning for growth and developing a positive can do attitude in students
- Setting realistic, achievable goals that supports students to develop a positive attitude towards learning
- Individualised programmes for all students in small groups that focus on positive progress and feedback/feedforward.
- Students focus on goals
- Individualised programmes for all students in small groups that focus on positive progress and feedback/feedforward.
- Teacher professional Growth cycle
- BSLA course
- Understanding of the use of the blue book
- CAPs discussion support parents and how they can help at home
- Helpful information in newsletters about how to help at home

- Using Seesaw for link to home
- Currently LSC is available Wednesdays to have interviews and discussion with teacher from 8-9am and 3-4 pm. 9-3 working in school
- LSC also Investigates programmes and PLD that can assist teachers and students with targets, PLD or programmes.
- LSC and RTLB assistance and discussions help with documentation for support
- RTLB meetings every week with principal to discuss students that are registered with RTLB service. And on the special needs register
- RTLIT assisting with the BSLA
- Through Board meetings focus on Charter, strategic plan, policy and budget to support schoolwide accelerated learning

What has contributed to special needs students accelerated progress:

We believe that:

- The appointment of a specialist teacher to target our students needs and to work with the teachers, LSC and RTLB.
- The goals set in CAPs meeting- not all are academic as some students require assistance with physical and emotional barriers to learning.
- Where ever possible we have sort assistance from outside agencies
- The students taking responsibility for their own learning and seeing themselves as learners.
- The targeted programmes have had a positive effect on student engagement and learning.
- The link to our blue books and having individual/personalised targets for each child.
- Regular reflection and discussion times at staff meetings

Barriers to the learning:

- Pastoral - with students having issues that are not school related and these affect their mental and emotional state.
- Attendance of some target students is still a concern.

Where to next

Continue with the programme as it stands and continue to work with whanau and parents to support students at school. We are also working closely with parents and whanau on attendance.



Lake Rerewhakaaitu School

Technology Statement 2025

In Lake Rerewhakaaitu School technology education will support students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim:

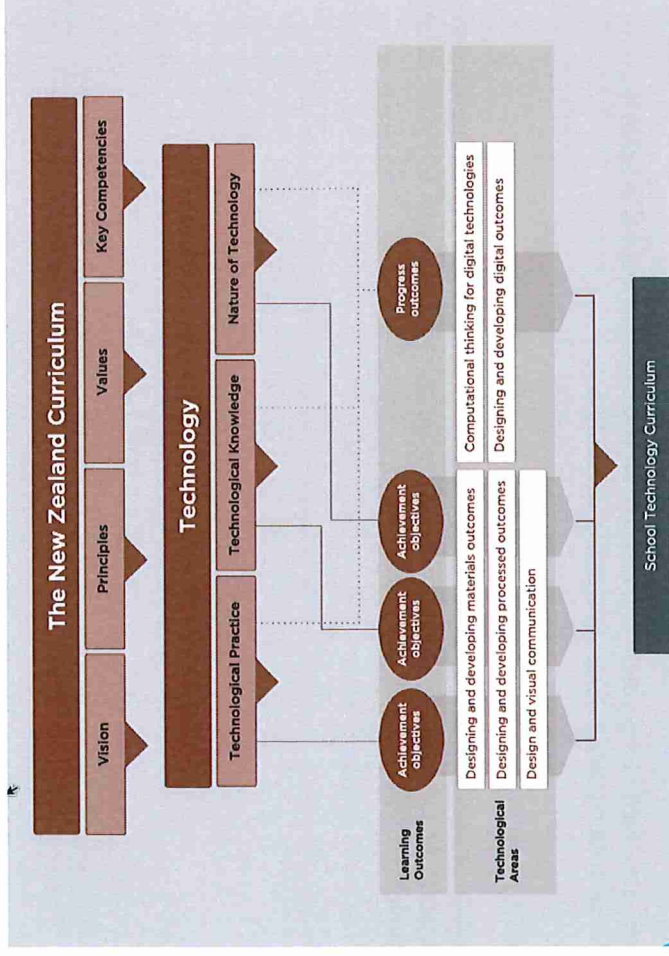
is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens. Students will learn that technology is the result of human activity by exploring stories and experiences from their heritage. As they learn in technology, students draw on and further develop the key competencies.

Definition of terms:

Digital technology is **NOT** about learning **WITH** technology (eLearning), it is learning **ABOUT** technology.

Digital technology is about learning to be a creator in the digital world, not just learning to use systems.

Digital fluency is about learning to use digital technologies.



Learning about Digital Technologies

Learning *about* Digital Technologies does not necessarily require the use of e-Learning tools.

The technological areas provide contexts for learning. At primary school, teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas.

Digital technologies

The first two of the five technological areas focus on developing students' capability to create digital technologies for specific purposes. In years 1–8, these two areas are usually implemented within other curriculum learning areas, integrating technology outcomes with the learning area outcomes. These two areas also

significantly contribute to students developing the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. They also provide opportunities to further develop their key competencies.

Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

Computational thinking:

Is about looking at a problem in a way that a computer can help us to solve it.
It is not thinking about computers or like computers.

Designing and developing digital outcomes:

is about understanding that digital systems and applications are created for humans by humans, and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media. This part of the curriculum also includes learning about the electronic components and techniques used to design digital devices."

Create solutions and learn about Digital technologies

Digital products

Robotics, mechatronics, and automation

Coding and programming (sequence, selection and iteration)

Computational thinking

Software engineering

User Interface

Algorithms

Pattern recognition

Systems thinking

Decompose problems

Storing and Transmitting data (binary numbers)

Data collection, presentation and analysis

Examples of Digital Technologies in action

Code a melody melody to play sounds from bottle caps.

Create a QR code image using black and white squares. Invite a classmate to decode and access the information contained.

Compare a transport network system and computer network system to explore ideas about pathways, reliability, protocols and security.

Create an interactive story from a favourite book with user-input using a familiar programming language.

Create your own simulation using a visual or text-based programming language.

Explore ways to generate and access secret code by securely transmitting data through techniques of encryption and decryption.

Create network diagrams to identify relationships between different sources of data and analyse this data.

Design your own maze and use an app to program a robot to go through it.

e-Learning - developing capability to learn with ICTs

Presentation tools

Locate and store information

Digital publishing

Interpret timelines

Ownership and use - copyright law

Managing files

Mapping and geospatial tools

Online communication and collaboration

Digital music / multimedia

Examples of e-Learning in action

Use digital concept mapping tools to plan and select research tasks.

Use presentation software to present findings of an inquiry that includes text, images and video.

Use video to analyse a sports performance to provide coaching tips.

Use a computer simulation or game to test predictions and collect data.

Use a search engine effectively as a research tool.

Use spreadsheet functions to create tables, record, sort, calculate and present data to identify trends.

Use an online game that has a grid map system to learn about directions.

Share a book review or information using a QR code.

Use tools such as Google docs to work collaboratively on a project and Skype to connect with outside experts.

Resources

Technology Curriculum

ICT

[e-Learning vs Digital Technologies](#)

LRS Health and Safety Policy

LRS Curriculum Delivery Policy

LRS Financial Policy

LRS Asset Protection Policy

LRS Assessment Policy

LRS Curriculum Review Policy

RISK ANALYSIS AND MANAGEMENT SYSTEM (RAMS FORM)

VLN PRIMARY SCHOOL

Activity: Remote and Rural Kids Wellington Trip

Date: 13-18 May 2013

Teacher in Charge: Rachel Whalley

No. of Children: 21

No. of Staff: 9

First Aid Kits: Tracy & Murray

Location: Wellington

Time of Departure: 9.30 am Rotorua NZ5321 (arrive 10.45 am) / other individual schools own arrangements

Time of Return: 11.00 am Wellington NZ5234 (arrive 12.15 am) / individual schools own arrangements

Location	Hazards	Possible Causes	Precautions/Preventative measures	Actions in event of emergency
Transport to/from Wellington via ferry, bus, plane, train	- Sick or injured children - Cars malfunctioning - Missing departure time - Car Accident - Ferry accident - Sea sickness - Students wandering off or getting lost - Plane accident - Bus accident	- Mistiming - Road works - Vehicle/ ferry/ plane breakdown - Driver inattention-student distraction - Bad weather - Poor vehicle/ ferry/ plane condition - Inappropriate behaviour "Stranger danger"	- Watches in working order - Tickets and other paperwork on hand - Leave with plenty of time to spare - Staff responsible for their own group of students - All cars have current warrant of fitness and vehicle registration - Drivers reminded to drive to conditions - Students reminded of appropriate behaviour - Health profiles will identify children with health problems/disabilities - Teacher and adult to have cell phones - Appropriate adult supervision - Check students have appropriate clothing before trip - Students to have own lunch for Monday - First aid kit carried - Weather watch - Students must remain in pairs walking around airports - Regular check in /headcount	- Notify crew if need assistance - Follow instructions from ferry/ aircraft crew - Contact emergency services as required

Location	Hazards	Possible Causes	Precautions/Preventative measures	Actions in event of emergency
Transportation around Wellington	- Injury in car accident - Injury as a pedestrian - Injury in bus accident - Injury in train accident - Injury on cable car - Vehicles malfunctioning - Missing departure times	- Over excitement - Misbehaviour - Road hazards - Inattentive listeners - Machinery malfunction - Vehicle breakdowns - Mistiming	- Clear guidelines given re behaviour expectations - boundaries - Emergency drill talks - Adults seated with groups of children - Vehicle/machinery maintenance up to date - Carry cell phone - Keep watch on time	- Use cell-phone to ring 111 - Emergency procedures come into action - Administer first aid - Contact school/parents - Catch next train/bus etc - notify next destination
Moving around Wellington (Parliament, movies, dinner venues, Porirua, orienteering around city, Police Museum, Zoo, Te Papa, Pool, Capital E, Adrenaline Forest etc)	- Getting lost - Crossing roads - Unsafe venues - Toilets - Strangers - Excess noise	- Too many children in a group - Children not using seatbelts - Sick children - Children with a disability/medical condition - Misbehaviour - Vehicle accident/breakdown - Pedestrian accident - Lost children - Excited children "Stranger danger"	- Follow set procedures - Parents to carry cell phones preloaded with each staff members number - Students will be reminded by staff of the dangers of getting out of the vehicles in town and car parks - Staff are to check children who have medical items e.g. inhalers etc - Small first aid kit and cell phone carried - City maps with locations marked carried - Children will be told to select a 'buddy' - A and E location known in Wellington - Staff will have a list of names of children they have with disabilities/medical conditions - Students will go to bathrooms in pairs - Regular head counts - Students provided with an incase of emergency card to carry on them outlining contact details etc - Students reminded of socially acceptable behaviour in a city environment	- Use cell-phone to ring 111 - Emergency procedures come into action - Administer first aid - Contact school/parents - Catch next train/bus etc - notify next destination - If child lost 2 adults to retrace steps - One to return to backpackers

Location	Hazards	Possible Causes	Precautions/Preventative measures	Actions in event of emergency
Harbour side Parks and environs	- Fall from play ground equipment - Injury from playing or falls inside buildings - Lost children - Approaches from strangers	- Careless use of equipment - Children leaving defined boundaries - Children wandering or playing on own "Stranger danger"	- Clear guidelines/rules stated to children - Boundaries established and reinforced - Adequate supervision - Children must stay within sight of adults	- First aid administered - Inform teacher of mishap/missing child - Ring 111 for Hospital or Police - Follow emergency procedures
Downtown Backpackers	- Civil Defense Emergency - Sick child - Accident e.g. needing medical attention - Students wandering around - Plumbing concern/no electricity - Inadequate gear	- Fire/earthquake etc - Misbehaviour from students - Members of public being inappropriately in student sleeping area - Power outage - Clothing list ignored	- All sleeping in single sex grouping near adults - First aid kit will be in designated place - Sleeping area secure - lock at all times - Warn students "stranger danger" - Student medical forms checked for erratic sleep patterns - Cell phone available - Adults and teacher know closest exit and emergency procedures	- Cell phone - Public phone available - Fire extinguisher and phone locations known by students and teachers - Manager to be contacted if necessary - Adults, teacher and children all aware of procedures and muster points - If in doubt dial 111
- Porirua - Ten Pin Bowling - Police College - Adrenaline Forest - Swimming - Movies - Go karts - Hurricanes game - Te Papa - Wellington Zoo	- Getting lost - Missed trains/bus - Strangers approach - Personal accident/injury	- Child/ren not following instructions - Not following map - Child/ren wandering away - Inadequate supervision - Strangers approach - Not following time schedule	- Discussion meeting with entire group of children/adults outlining procedures and expectations for each place visited - Reminders given at each place - Adequate supervision of all students - Clear maps - Accurate watches 1:4 ratio - Keep to time - Adults given specific students to watch at different times	- First aid kit to be carried - Ask for directions - If in doubt Dial 111 - Follow locations emergency procedures - Call School if required - Allocate roles to adults

Location	Hazards	Possible Causes	Precautions/Preventative measures	Actions in event of emergency
Scavenger hunt			- Pool rules to be explicitly explained before students enter water - Safety rules to be explicitly explained before students use go-karts - Everyone to know muster points - All students have buddies.	
All locations	Natural Hazards: Earthquake Tsunami		- Read and listen to safety briefing and information. - Familiarisation with each venue, including exits, and evacuation routes. - Have contacts of each adult group member on phone. - Have access to each schools' emergency contact number. - Keep phones fully charged with backup battery supply.	Follow instructions of staff at each venue for safe evacuation routes. If a serious event, return to Backpackers. If this location is unsafe, gather at Kelburn park. Contact schools and whānau.

Camp Schedule with RAMs documentation linked

	Monday 12	Tuesday 13	Wednesday 14	Thursday 15	Friday 16	Saturday 17
Travel	Shuttles/bus from airport Walking Town buses	Train - return Wellington Railway Station, Porirua	Walking Town buses	Walking Town buses	Ferry to Eastbourne Buses	Shuttles, bus, uber to airport
Morning	Arrival times: Accommodation "Trek" Lambton Quay HMB - 2.30pm Mulberry Grove - Tapora - 2.20 pm Ngamatapouri - Makuri - 1:30pm Haast - 3pm Lake Rere - 10.45	10am - 12 noon Police Museum (Kath) Pre-visit info RAMs	9.00 - 11 am National Library (Rachel) Pre-visit info RAMs Shops - Lambton Quay	10.00 - 11.30 am Te Papa (Tracy) RAMs	Ferry to Eastbourne (Rachel) 10am - 12pm Government House RAMs 2 - 4pm CELL PHONE FREE Scavenger Hunt waterfront only (Murray)	Departure times: HMB - 8.25am Mulberry Grove Tapora-11:55am Ngamatapouri Makuri driving home Lake Rere - 11.00 am

Camp Schedule with RAMs documentation linked

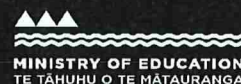
Afternoon	3.30pm Disney - Tākina (opp. Te Papa) (Ally) RAMs	1pm Adrenalin Forest (Kath) confirmed \$31 per child-invoice Conditions of Entry Risk Disclosure *Afternoon tea before go-karting 4.00 pm indoor Raceway- Porirua (Kath) RAMs	2.30 - 4.00 pm Parliament (Rachel) RAMs	Capital E (Tracy) 12:30 -3:00 RAMs Tsunami Evac Map 3pm- 5pm Bubble Soccer /Rock Climbing (fall back) (Murray) Bubble Soccer RAMs Fergs Rock Climbing RAMs	
Food	6.00 Joes Garage Burgers, chips & drink (Rachel)	Chinese Dynasty Porirua 5:15pm(Murray) 04 237 6709 1 Hagley St	Croc bikes Waterfront & Oriental Bay closes 5.30 (Tracy) Mongolian BBQ (Murray) 04 384 3592 Marjoribanks St	Little India - Cuba St (Kath) 5pm Pizza (Tracy)	
Evening	7.30 pm Ten pin bowling	6.30 pm Porirua Aquatic	Parliament	Cable Car - closes at 8pm	Hurricanes vs Highlanders @

Camp Schedule with RAMs documentation linked				
	(Kath)	Centre		7pm Entry Conditions

Preading Member ~~Bimmerata~~ 3-April-2025

10YPP / 5YA Amendment Application Form

Provide this Amendment Application and a copy of K2 5YA Budget Summary Report to the Project Manager to complete.



Application Details

Date of Application	21/02/2025	5YA Start Year	2023
School ID	1787	Teaching Space (sur/def)	2 Surplus
School Name	Lake Rerewhakaaitu School	Net Area (sur/def)	164 Surplus
Property Advisor	Selina Ericsson	5YA Funding	\$ 87,962.93
Consultant Name	Juliet Ramson	[Other Ministry Funding - select from list]	\$ -
Consultant Company	Found Studio	[Other Ministry Funding - select from list]	\$ -
Consultant Phone	274984040	BOT/3rd Party Contribution	\$ -
Consultant Email	juliet@foundstudio.co.nz	Total	\$ 87,962.93

Please provide justification for projects that have been removed, new projects added, or significant scope change. For all new projects a budget and scope are required, please fill out the 'New Projects' sheet to record these. (Use Alt-Enter to move to a new line).

Remove Project: 246673 - A,C,E,G,K: Roofing Replacements (P2)

Why: The school has undertaken maintenance of school roofing repairs to address the issues identified in the Construction Observers building report rather than reroofing.

The records that were addressed by maintenance were:

A: Replace rear gutter, install backtrays, add bars to sky domes & reroof shed. Shed repainted

E: Reroof - This was washed down and repainted

G: Clean lichen off poly panel, retape laps and re-paint - this was done

K: Re-roof - This was washed down and repainted

These items are no longer needed in the 5YA budget which had an allocation of 43,428.00 set for this roofing work.

The remaining projects in the 5YA are to be combined into existing project 246674 and include the funds released from the cancelled roofing project.

This project will address the following 5YA items:

246674 - A,B,C,E,K; Electrical Replacements and A,D: Plumbing Replacements

246675 - A,B,K,N,O,R,S: Heating Replacements

246676 - SITE: Supply and installation of Lockdown alarm system school wide and re-keying of teaching spaces (P2).

Any remaining funds once this combined project is complete will be re-allocated to a new refurbishment project on completion of closing.

The above projects when combined will need the following scope changes:

1. 246675: 'A,B,K,N,O,R,S: Heating Replacements' to include additional heatpumps in the office / admin area and hallways. Additionally there were no scope items for blocks N,O,R & S so these have been removed from the title.

2. 246674 - 'A,B,C,E,K; Electrical Replacements' to remove item "Block A: Install 10x new RDCBO's, Block B Install 6x new RCBO's, Block C: Install 2x new RCBO's", from the scope as advised by MOE property advisor.

Property Advisor comment / support:

1. New Project Details

School ID	1787	School Name	Lake Rerewhakaaitu School
Project Year	2025/26	Project Name	A, C, D, E, SITE : Electrical, security, heating and plumbing

Project Scope

E; Electrical Replacements

Block E : Replace sensor light for better security

SITE : Lockdown Alarm System

Supply and installation of a lockdown alarm system for school wide use and re-keying of teaching spaces to comply with lockdown procedures

Site Wide : Installation of a new 50w Amplifier compoant with F100a fire panel. 3 tone custom set up on Amp - Fire, School Bell & Lockdown.

Installationn of a new Yellow Manual Call Point to trigger lockdown.

A, D: Plumbing Replacements

Plumbing replacements as identified in specialist report (P2)

Block A : Terminate poping to radiators and replace rotten downpipes

Block D : Replace dripping faucet and flexi hose

Block 1787/748 : Site Wide - Replace bubblers to drinking fountains

A,C : Heating Replacements (P2)

Replacement and service of heatpump units around the school as indicated by specialist report

Block A : 2x 8kW heat pump in office/recpetion and 4x 9kW heat pump per room 1-4

Block C : Install new 7kW heat pump to MP room.

Block E : Replace sensor light for better security

Blocks

Block Number	Block Name	Room Details
A	BLOCK A	Admin, Rooms 1-4
B	BLOCK B	Room 5 Staffroom / Resource Room
C	BLOCK C	Library
D	BLOCK D	Dental Clinic
E	BLOCK E	Storage / Shed
K	BLOCK K	Boiler House

Funding Allocation

Funding Source	Allocation
Total MoE Funding	\$ 87,963.00
Total BoT Funding	\$ -
Total 3rd Party Funding	\$ -
Total Funding	\$ 87,963.00

Designing Quality Learning Spaces (DQLS)

DQLS	
Acoustics	
Ventilation & Indoor Air Quality	No
Heating	Yes
Insulation	
Lighting	No

Milestones

Milestone	Date	Project Allocation	Allocation
Initiation		Fees Release	\$ -
Construction	April 2025	Construction	\$ 79,166.70
Practical Completion	June 2025	Retention	\$ 8,796.30
			\$ 87,963.00

Innovative Learning Environment (ILE)

ILE Reference
[select]
[select]
[select]
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[select]
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